



# Partnership for Assessment of Readiness for College and Careers (PARCC)

November 10, 2010



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# Race to the Top Assessment Program Competition



- ◆ **\$350 million of Race to the Top Fund set aside for awards to consortia of states to design and develop common K-12 assessment systems aligned to common, college- and career-ready standards.**
- ◆ **Competition asked consortia to design assessment systems that meet dual needs of:**
  - Accountability
  - Instructional improvement
- ◆ **In September 2010, the U.S. Department of Education awarded two grants:**
  - Partnership for Assessment of Readiness for College and Careers (PARCC)
  - Smarter Balanced Assessment Consortium (SBAC)
- ◆ **The winning consortia have four years to develop assessments systems, and participating states will administer new assessments statewide by 2014-2015.**



# PARCC States



## 13 Governing States

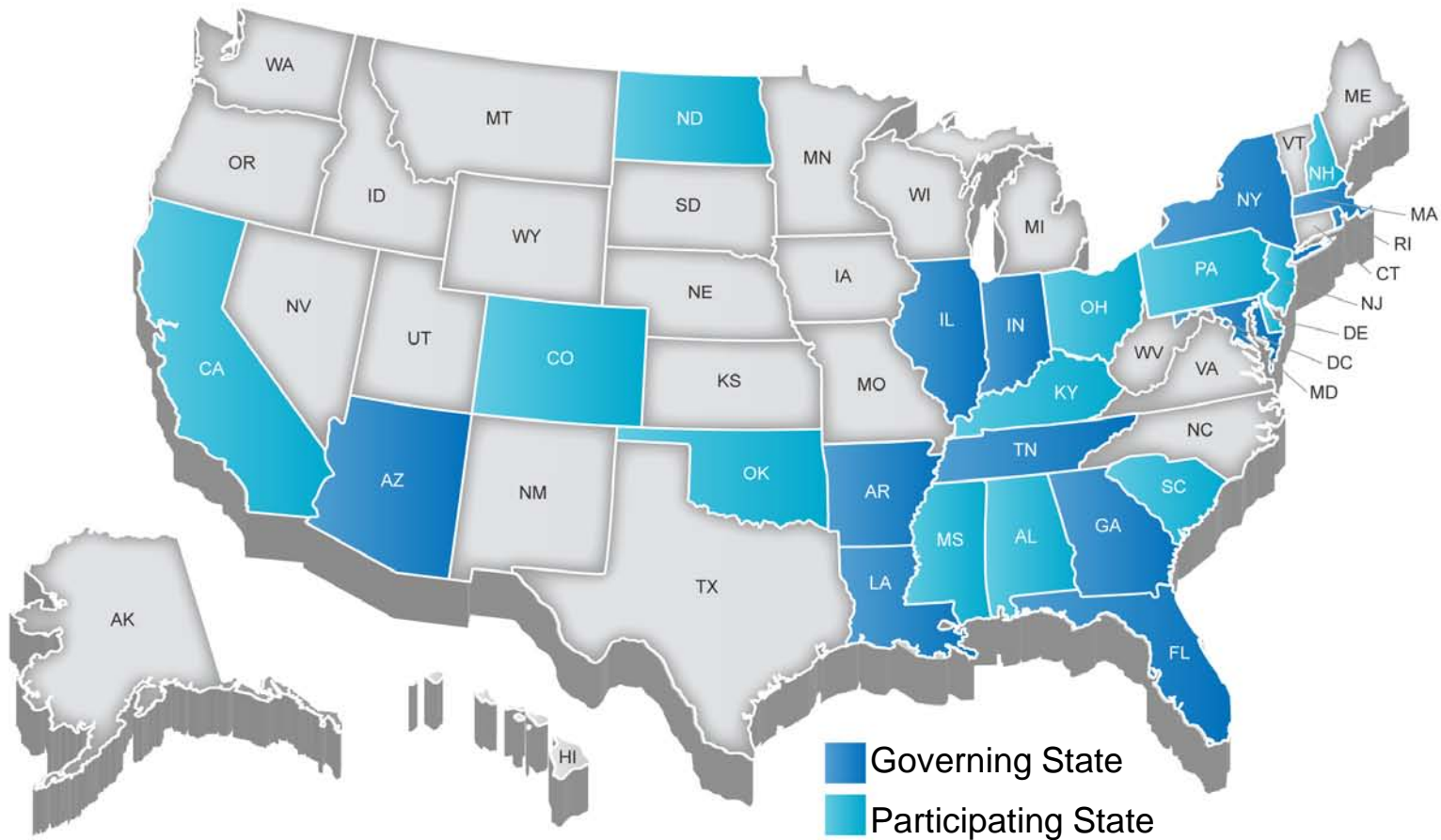
- Arizona
- Arkansas
- District of Columbia
- Florida (*Fiscal Agent*)
- Georgia
- Illinois
- Indiana
- Louisiana
- Maryland
- Massachusetts (*Board Chair*)
- New York
- Rhode Island
- Tennessee

## 13 Participating States

- Alabama
- California
- Colorado
- Delaware
- Kentucky
- Mississippi
- New Hampshire
- New Jersey
- North Dakota
- Ohio
- Oklahoma
- Pennsylvania
- South Carolina



# PARCC States





# PARCC Project Management Partner



- ◆ PARCC selected Achieve as its Project Management Partner – to play a key role in coordinating the work of the Partnership, leveraging the organization’s deep experience in developing educational standards, including helping develop the Common Core State Standards, and its experience leading multi-state assessment development efforts anchored in college- and career-ready goals.
- ◆ Achieve is a bipartisan, non-profit organization that helps states raise academic standards, improve assessments, and strengthen accountability to prepare all young people for postsecondary education, work, and citizenship. It was created by the nation’s governors and business leaders in 1996 following the first National Education Summit.
- ◆ Achieve’s Board is co-chaired by Gov. Phil Bredesen (D-TN) and Intel Chairman Craig Barrett and consists of Democratic governors, Republican governors and CEOs.






# Overview of PARCC's Approach



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# Theory of Action: Assessment System Design



- ◆ ***More Meaningful Standards:*** The Partnership's assessment system will be anchored in the Common Core State Standards which are consistent across states, clear to the public, and provide an on-ramp to college and careers.
- ◆ ***Higher Quality Tests:*** PARCC assessments will include sophisticated items and performance tasks to measure critical thinking, strategic problem solving, research and writing.
- ◆ ***Through-Course Testing:*** Students will take parts of the assessment at key times during the school year, closer to when they learn the material.
- ◆ ***Maximize Technology:*** PARCC assessments in most grades will be computer based.
- ◆ ***Cross-State Comparability:*** States in PARCC will adopt common assessments and common performance standards.



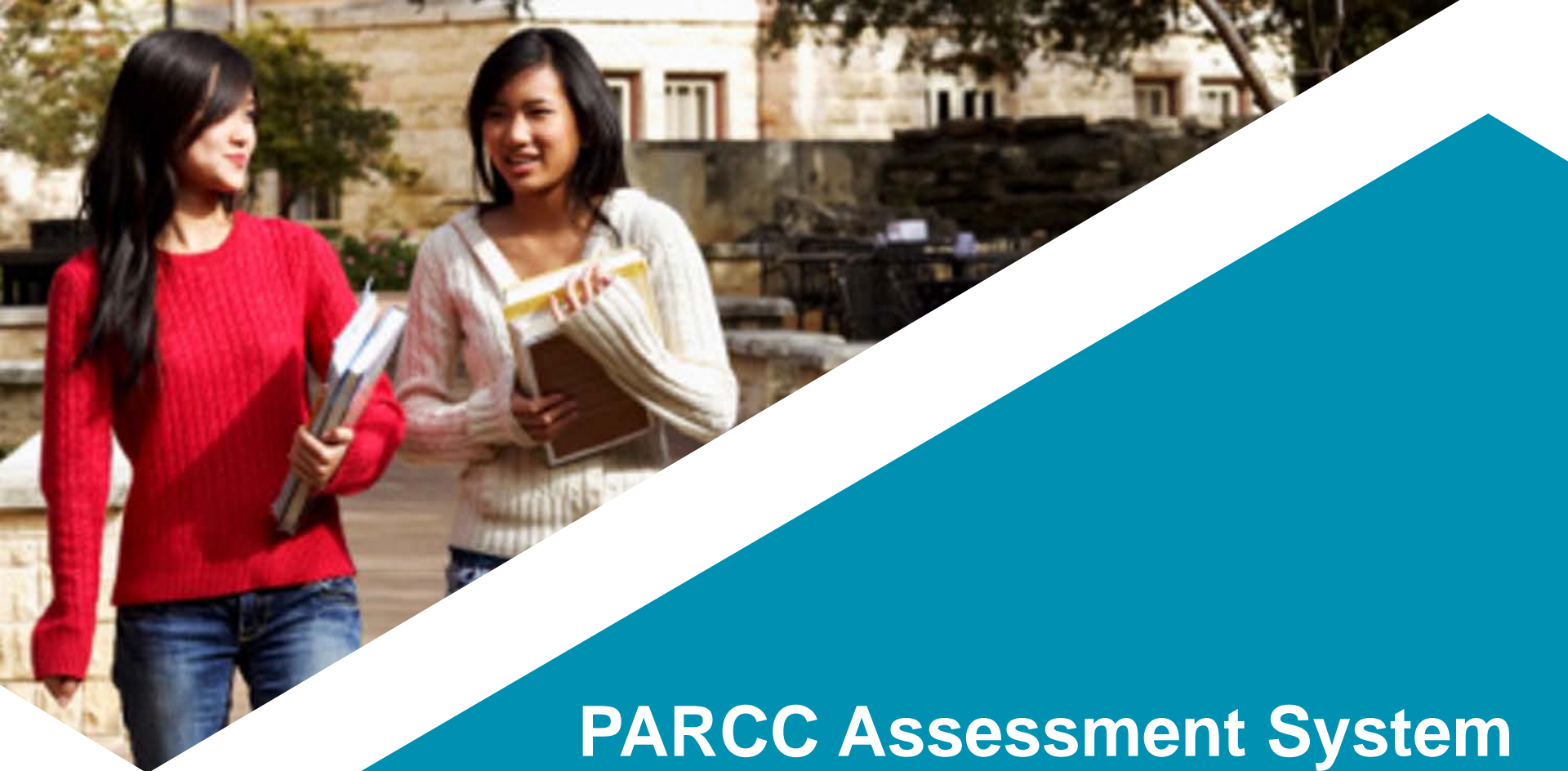
# Theory of Action: Intended Outcomes



States in PARCC will use the common assessments to:

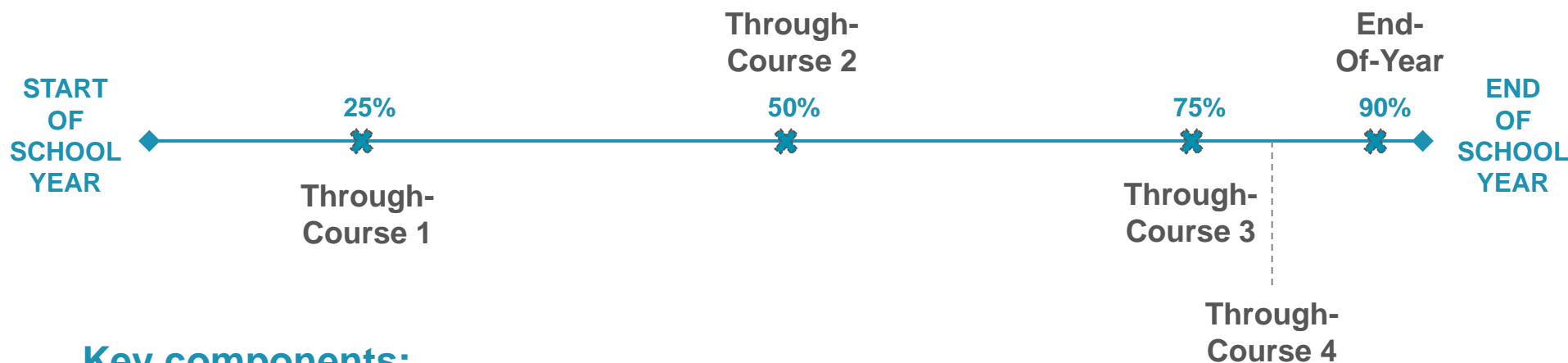
- ◆ Report achievement results based on a clear definition of **college and career readiness**, so students will know if they are on track early enough to make adjustments.
- ◆ **Compare results against a common high standard** because readiness shouldn't differ across states or income levels.
- ◆ Help make **accountability** policies better drivers of improvement by basing them on more sophisticated and meaningful assessments.
- ◆ **Promote good instruction** by providing teachers useful, meaningful and timely information, which will help them adjust instruction, individualize interventions, and fine-tune lessons throughout the school year.





# PARCC Assessment System Design Elements

# Assessment System Design: Distributed Summative Assessment



## Key components:

- ◆ Three through-course components distributed throughout the year in ELA and mathematics, grades 3-11.
- ◆ One Speaking/Listening assessment administered after students complete the third through course component in ELA; required but not part of summative score – could be used for course grades.
- ◆ One end-of-year assessment



# Advantages of Through-Course Components



- ◆ Reflect and support good instructional practice
- ◆ Signals received throughout the year, nearer in time to when key skills and critical knowledge are addressed
- ◆ Components together address the full range of the CCSS
- ◆ Multiple measures of student performance throughout the year, including in-depth assessment of writing and mathematics problem-solving skills.
  - Actionable data that teachers can use to plan and adjust instruction
  - Ability to measure the performance of students across the ability spectrum



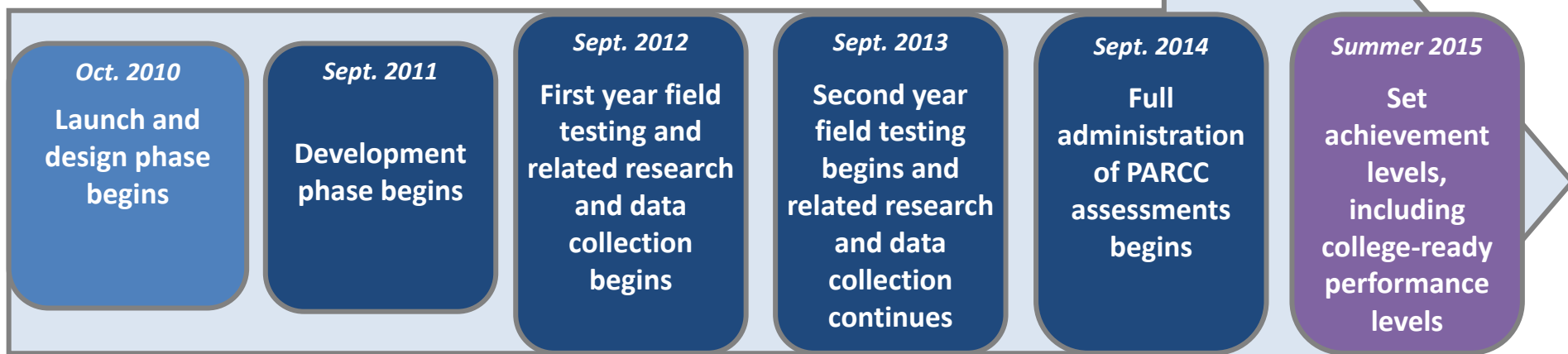


# PARCC Timeline



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# PARCC Timeline





# Higher Education Engagement



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# Higher Education: Key PARCC Partner



- ◆ 200 postsecondary systems and institutions across all 26 PARCC states – representing nearly 1,000 campuses – committed as partners.
- ◆ Role of Higher Education:
  - Partner with K-12 to develop college-ready high school assessments in English language arts/literacy and mathematics.
  - Guide long-term strategy to engage all colleges and universities in PARCC states.
  - Lay groundwork for implementation of college-ready high school assessments as valid placement instruments for credit-bearing courses.



# PARCC College-Ready Assessments



## PARCC's College-Ready Assessments will:

- Be developed collaboratively by K-12 and higher education faculty.
- Provide student scores relative to a common, college-ready achievement level that is based on research and expert judgment about what student preparation for entry-level, credit-bearing college courses looks like.
- Provide critical information to students and families about students' readiness for postsecondary education, whether they plan to attend college in their own state or in another PARCC state.
- Allow for participating colleges and universities to waive placement exams for students who score college-ready.
- Provide the foundation for better alignment between high school curricula and first-year college courses so that more students enter prepared to succeed.



# Setting College-Ready Performance Standards



To set college-ready performance standards on the high school assessments, PARCC will use evidence from research such as:

- **Concurrent validity studies** that compare performance on PARCC assessments with SAT, ACT, Compass, Accuplacer and other similar assessments.
- **Predictive validity studies** that document the relationship between performance on PARCC assessments and subsequent performance in first year courses.
- **Judgment studies** by postsecondary faculty rating the importance of specific standards and test items for success in first year courses they teach.
- **Alignment studies** that examine the relationship between content and student work in first year courses and what PARCC assessments measure.



# Higher Education Engagement



## ◆ College-Ready Advisory Committee:

- Include system and institution chancellors/presidents from partnership states.
- Engage institutions and faculty on the use of college-ready assessments as an indicator of students' readiness.

## ◆ Postsecondary Faculty Content Teams:

- Include faculty from mathematics, English, composition, and other relevant disciplines.
- Participate in all aspects of high school test development with K-12 partners, including developing test specifications and participating on test development committees.
- Participate in a robust, research-based process to set the college-ready achievement levels.



# College-Ready Assessments



- ◆ **California State University Early Assessment Program is a model:**
  - State 11<sup>th</sup> grade assessments
  - Aligned to K-12 state standards
  - Measure readiness skills as defined by CSU
  - Results used to:
    - Exempt students from placement exams (and guarantee placement into credit-bearing courses,
    - Identify skill gaps that must be addresses
    - Trigger interventions and supports in senior year



# PARCC College-Ready Assessments



## PARCC's College-Ready Assessments are not intended to:

- Replace admissions tests used by colleges and universities.
- Replace all existing placement tests.
- Prohibit colleges and universities from setting higher placement standards for specific majors or upper-level courses (e.g. Calculus)



# Expected Outcomes of Higher Education Involvement



- ◆ Better alignment of high school curricula with first-year college courses.
- ◆ Development of “bridge courses” and exploration of early college (dual enrollment) policies.
- ◆ More targeted college readiness supports to help students make the transition.





# Implications for Higher Education



- ◆ Aligning high school standards, assessments, and cut scores will provide honest feedback to students and parents regarding preparation for postsecondary success.
- ◆ It will help improve postsecondary preparation, reduce postsecondary remediation rates, and increase degree completion.
- ◆ New assessments incorporating college-readiness standards will also show lower pass rates than do existing state assessments, creating pressures to lower the bar.
- ◆ ***These changes cannot be made without the sustained support of higher education.***





# Partnership for Assessment of Readiness for College and Careers

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